Chapter 2

Section 3

Anger Control Training: The Emotional Component of ART

We all feel anger at times; anger is a natural human emotion. For most of us the outlet for our anger is something other than aggression. Sometimes we pout; sometimes we withdraw, perhaps muttering to ourselves; sometimes we allow the anger to spur us to constructive problem solving. Perhaps only 10% of the time for the majority of people, anger leads to aggression in the form of verbal or physical attempts to hurt the person with whom we are angry. But for chronically aggressive youths, the opposite is true. Seldom do they merely pout, withdraw, or constructively problem solve. Instead they often lash out with intent to harm—sometimes with words, commonly with fists, and increasingly with weapons.

The Anger Control Training component of Aggression Replacement Training is designed to serve two related purposes: (a) to help make the arousal of anger in chronically aggressive youths a less frequent occurrence and (b) to provide such youths with the means to learn self-control when their anger is aroused. In essence, just as Skill-streaming is designed to teach youths what they *should do* in problematic situations, Anger Control Training teaches them what they *should not do*.

ORIGINS OF ANGER CONTROL TRAINING

We begin this chapter in what at first may seem to be a setting distant from the study of anger management—the experimental laboratory of the Russian psychologist Luria. In an extended series of investigations, Luria (1961) explored the manner in which children learn to regulate their external behavior by means of internal speech. Little and Kendall (1979) succinctly describe this unfolding pattern:

The process of development of verbal control of behavior . . . seems to follow a standard developmental sequence. First, the initiation of motor behavior comes under control of adult verbal cues, and then the inhibition of responses is controlled by the speech of adults. Self-control emerges as the child learns to respond to his own verbal cues, first to initiate responses and then to inhibit them. . . . The 3- or 4-year-old child normally can follow rather complicated instructions given by an adult, and it is at this age that the child is said to begin to regulate his own behavior on the basis of verbal self-instructions. . . . Between the ages of 4½ and 5½, the child's self-verbalizations shift from overt to covert (primarily internal) speech. (p. 101)

In addition to Luria's seminal research, a number of other investigators have examined and confirmed this verbal meditation, self-control process. But as with all normative developmental processes, in some children the expected sequence fails to occur, occurs only in part, or occurs in distorted form. Yes, "there is considerable evidence to support the belief that self-control develops largely as a function of a child's development of [internal] language mechanisms" (Little & Kendall, 1979, p. 104). But what of the youngster in whom this sequence fails to fully or correctly unfold? As we shall see, it is precisely such youngsters who—deficient in the ability to regulate overt behavior by internal speech—display the behaviors associated with terms such as *hyperactivity, impulsivity, poor self-control, acting out,* and the like. However, as we shall also see, impulsive behavior in these youngsters may be reduced by externally imposed interventions that closely replicate the normal developmental sequence described by Luria. This is precisely what Anger Control Training does.

Donald Meichenbaum and his research group have been active in this area of study. Their initial investigations sought to establish further the relationship between impulsivity and poor verbal control of overt behavior. Meichenbaum and Goodman (1969), using Kagan's (1966) Matching Familiar Figures Test, now a standard measure for determining impulsivity/reflectivity, found that those youngsters who respond on the test quickly and make many errors (the impulsive youngsters) indeed exercise diminished verbal control over their overt behavior as compared to youngsters who take their time and make fewer errors (the reflective youngsters). But just what do reflective and impulsive youngsters say to themselves, and how does their

self-directed speech differ? To answer such questions, Meichenbaum and Goodman (1971) observed and recorded the play behavior and private speech of sixteen 4-year-olds who were matched for age, intelligence, and socioeconomic status. Half of the children were reflective and half of the children were impulsive, as indicated by the Kagan measure. Results indicated that the private speech of the cognitively impulsive preschoolers was largely comprised of the most immature, self-stimulatory content. Reflective preschoolers, in comparison, manifested significantly more outer-directed and self-regulatory speech and significantly more inaudible mutterings. The investigators concluded from their observational studies that cognitively reflective preschoolers use their private speech in a more mature, instrumental, and self-guiding fashion than impulsive preschoolers do.

The nature of the normative developmental sequence described by Luria and found wanting in impulsive youngsters by Meichenbaum and others led Meichenbaum (1977) to duplicate the sequence as a remedial intervention for youngsters deficient in such self-regulatory skills. He comments:

> Could we systematically train hyperactive, impulsive youngsters to alter their problem-solving styles, to think before they act, in short, to talk to themselves differently? Could we, in light of the specific mediational deficits observed, teach the children how to (a) comprehend the task, (b) spontaneously produce mediators and strategies, and (c) use such mediators to guide, monitor, and control their performances? This was the challenge that sparked the development of self-instructional training. (p. 31)

Self-Instructional Training for the Impulsive Youngster

In research on self-instructional training, the typical sequence of instructional procedures is as follows:

1. The trainer models task performance and self-instructs aloud while the child observes.

2. The child performs the task, self-instructing aloud as he or she does so.

3. The trainer models task performance and whispers self-instructions while the child observes.

4. The child performs the task, self-instructing in a whisper while doing so.

5. The trainer performs the task using covert self-instructions, with pauses and behavioral signs of thinking such as raising the eyes toward the ceiling or stroking the chin.

6. The child performs the task using covert self-instructions.

Meichenbaum and Goodman's (1971) initial use of these procedures yielded decreased impulsivity and enhanced reflectiveness (i.e., increased response time and decreased error rate) in samples of hyperactive youngsters in comparison to appropriate controls. The children could indeed learn, as the investigators put it, "to stop, look, and listen." This early research also showed that observing a model using covert self-instructions was insufficient to obtain the desired outcome; the youngster had to covertly self-instruct also.

Other investigators reported essentially confirming results vis à vis impulsiveness and hyperactivity, and extended self-instructional training to other, often related, types of problem behaviors. These included problematic classroom behaviors, tolerance for resisting temptation, and, as we shall now examine, anger and aggression.

Self-Instructional Training for the Aggressive Youngster

In 1975, Novaco sought to apply the self-instructional training approach to the management of anger. By way of definition, he comments:

> The arousal of anger is here viewed as an affective stress reaction. That is, anger arousal is a response to perceived environmental demands—most commonly, aversive psychosocial events. . . . Anger is thought to consist of a combination of physiological arousal and cognitive labeling of that arousal as anger. . . . Anger arousal results from particular appraisals of aversive events. External circumstances provoke anger only as mediated by their meaning to the individual. (pp. 252–253)

As Novaco also states: "A basic premise is that anger is fomented, maintained, and influenced by the self-statements that are made in provocation situations" (p. 17). And, indeed, in his own research involving people with chronic anger problems, use of self-instructional training was shown to substantially decrease anger arousal levels in comparison to control groups not provided this intervention.

Meichenbaum viewed the remediation of impulsivity in the light f Luria's insights about the normal development of self-regulation, nd Novaco needed Meichenbaum's impulsivity research results in rder to extend self-instructional training to chronically angry individuals. Similarly, the work of Eva Feindler built upon the substanial foundation provided by Novaco. Feindler and her research group 1ave contributed greatly to the development of Anger Control Training,)oth with important research findings and with substantial refinements n technique (Feindler, 1979; Feindler & Fremouw, 1983; Feindler, _atini, Nape, Romano, & Doyle, 1980; Feindler, Marriott, & Iwata, 1984). This series of investigations provided elaboration of Novaco's intervention sequence into a chain in which clients learn (a) *triggers*—the external events and internal appraisals that serve as provocations to anger arousal; (b) *cues*—the physiological and kinesthetic sensations that signal to the individual the level of anger arousal; (c) *reminders*—the self-instructional statements that may function to reduce anger arousal; (d) *reducers*—techniques that in combination with reminders may reduce anger arousal (e.g., deep breathing, backward counting, peaceful imagery, and consideration of long-term consequences); and (e) *self-evaluation*—the opportunity to self-reinforce and/or self-correct depending on how well or poorly the previous steps have been implemented.

In our work on Anger Control Training and our use of it as one of the three components of ART, we stand on the foundation built by Luria, Meichenbaum, Novaco, Feindler, and others. We hope our own efforts to refine the technology of anger control have proven worthy additions to the ongoing progress of research and development.

In brief, Anger Control Training is a multistep sequence in which trainees are first helped to understand how they typically perceive and interpret (or, better, misperceive and misinterpret) the behavior of others in ways that arouse anger. Therefore, attention in the first lesson is given to identifying the outside occurrences (external triggers) and inner interpretations (internal triggers) that initiate the anger experience. Though anger is indeed elicited by one's cognitions and self-statements, its main emotional feature is a high level of arousal. Before trainees can be taught more productive, less provocative, and less arousing ways of interpreting the world and in fact reducing their distortions, their arousal levels must be reduced. Attention to cues and reducers accomplishes this task.

Impulsive youths frequently confuse the bodily signs or cues that reflect specific emotions—fear, anxiety, anger. Accurate interpretation of such signs in the anger control process can signal to the youths that it is time to make use of one or more techniques to reduce their own levels of anger arousal. Once successful in this regard, with the potential interference of their emotional states substantially reduced, the youths can proceed to employ more accurate, more benign, and less anger-arousing cognitions and interpretations of the world around them. This stage of the process, learning to use reminders, is critical to the anger control outcome. Chronically aggressive youths are exceedingly well-practiced in conjuring up anger-arousing perceptions and interpretations (i.e., internal triggers) and often have made meager use of anger-avoiding self-instructions (i.e., reminders). If they do well at this difficult and, for them, often novel task, it is important that they feel the effort is worthwhile. The self-evaluation lesson in the Anger Control Training sequence teaches the youths how to praise or reward successful accomplishment.

IMPLEMENTATION CONCERNS

The following discussion gives specific details on how Anger Control Training sessions would be employed with a group of chronically aggressive youths. These sessions are part of the 10-week ART curriculum described in chapter 2 (see Table 2.1). It is important to repeat that, although the sessions described here follow the 10-week curriculum, any instructional plans for teaching Anger Control Training will need to be developed prescriptively, with the needs of the trainees and constraints of the setting in mind.

Anger Control Training teaches trainees what not to do (be aggressive) and how not to do it (the anger control techniques). While these are important accomplishments, trainees also need to know how to meet the demands of life situations without resorting to aggression—in other words, how to use the appropriate Skillstreaming skill in a provocative situation. As a result, we have added the opportunity to practice a relevant Skillstreaming skill to the procedures of the last three Anger Control Training sessions.

Anger Control Training is an active process for the trainer. The trainer is required to model (demonstrate) the proper use of the anger reduction techniques that are the core of the program, guide trainees' practice of the program's anger management steps (i.e., lead

role-playing), provide feedback about how successful this practice was in matching the trainer's modeling, and supervise trainees' practice outside the ART group (i.e., homework).

Modeling

For an in-depth discussion of modeling principles, the reader may wish to review the section from chapter 3 on modeling Skillstreaming skills. For our purpose here, it is helpful to summarize aspects of the modeling process as they apply to Anger Control Training.

All modeling begins with the trainer's stating the particular anger control technique or chain of techniques that will be demonstrated and then describing a conflict situation in which the technique(s) may be used. If two trainers are available, they should both participate in modeling, with one trainer as the main actor, demonstrating the technique(s), and the other as the co-actor, representing the person provoking the main actor. If two trainers are not available, a group member may serve as the co-actor. In such cases it is important to rehearse briefly with the co-actor in order to provide a realistic portrayal of provocation in a conflict situation.

Once the conflict situation has been briefly described, the two leaders then act out the scene, with the main actor carefully and clearly using the anger control technique(s). Following the completion of the scene, the trainer summarizes the technique(s) used and briefly discusses them with the trainees.

The following general guidelines are helpful in modeling:

1. Use at least two examples for each demonstration.

2. Select scenes that are relevant to the trainees.

3. Arrange for all scenes to result in positive outcomes, never in aggressive acts.

4. Portray the main actor as a person reasonably similar in age, socioeconomic background, verbal ability, and other characteristics salient to the members of the Anger Control Training group.

Role-Playing

Following each modeling presentation, trainees are asked to take part in role-plays in which they practice the just-modeled anger control technique or chain of techniques in situations they have recently

encountered or expect to encounter in the near future. Once a trainee has described a conflict situation, he or she becomes the main actor in the role-play and chooses a second trainee (the co-actor) to play the part of the other person in the conflict. The trainer then asks for enough information (time, place, etc.) from the main actor to set the stage for the role-play. The scene is then played out with the main actor's applying the anger control technique(s) as accurately as possible.

Following are some general role-playing guidelines:

1. Just before beginning the role-play, remind the trainees of their parts: The main actor must use the anger control technique(s), and the co-actor should stay in the described role in the scene.

2. Instruct the observing group members to pay attention to whether the main actor is using the anger control technique(s) properly.

3. As the role-play unfolds, if either actor "breaks role," stop the scene and encourage that trainee to get back into role.

4. If the role-play is clearly departing from the anger control technique(s) to be practiced, stop the role-play, give whatever instructions are needed, and then restart the role-play.

5. Role-playing should continue until all trainees have had the opportunity to be the main actor and practice using the technique(s) in a situation they have really encountered or are about to encounter.

Performance Feedback

After each role-play, there is a brief feedback period, during which others point out to the main actor how well he or she used the anger control technique(s). Feedback also provides the main actor with a chance to see how the use of the technique(s) affected the co-actor and provides encouragement to try the technique(s) outside the training sessions. The feedback is sequenced in the following manner: (a) The co-actor is asked to give his or her reactions; (b) the observers are asked to comment on how well the technique(s) were used; (c) the trainers comment on how well the technique(s) were used and provide reinforcement (praise, approval, encouragement); and (d) the main actor makes comments on both the role-play and the feedback he or she received.

There are several guidelines for providing reinforcement:

1. Provide reinforcement only after role-plays in which the technique(s) were used properly.

2. Provide reinforcement to the co-actor for his or her help and cooperation.

3. Provide a degree of reinforcement that matches the quality of the role-play.

4. Provide no reinforcement when the role-play departs significantly from the specific technique.

5. Provide reinforcement for a trainee's improvement over previous role-plays.

Homework

The program requires active participation by trainees, both during the training sessions and afterward, in the form of assigned homework between sessions. Homework assignments are recorded on a "Hassle Log," next described. Once trainees have begun using the Hassle Log, it becomes an ideal source for problem situations to role-play.

The Hassle Log shown in Figure 4.1, developed initially for youthful offenders in residential settings, is the version most commonly used in ART practice. The reader is encouraged to adapt it for his or her particular school, agency, or other facility context. For youths who read poorly or not at all, a pictorial form of the Hassle Log, developed for clinical use by James Gilliam and shown in Figure 4.2, is available.

ANGER CONTROL TRAINING PROCEDURES

Table 4.1 summarizes the content of the 10-session Anger Control Training sequence.* The remainder of this section gives a detailed description of the contents of each of these sessions.

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*The procedures described in this section follow, in general outline, *The Art of Self-Control* by E.L. Feindler, 1981, unpublished manuscript, Adelphi University, Garden City, NY.

Figure 4.1

HASSLE LOG

Date: _____

Name: _____

☐ Morning ☐ Afternoon ☐ Evening

Where were you?

☐ Classroom
☐ Dorm
☐ Gym
☐ Recreation room

☐ Bathroom
☐ Team office
☐ Dining room
☐ Outside/grounds

☐ Off grounds
☐ Hall
☐ On a job
☐ Other

What happened?

☐ Somebody teased me.

☐ Somebody took something of mine.

☐ Somebody was doing something I didn't like.

☐ I did something wrong.

☐ Somebody started fighting with me.

☐ Other

Who was the other person?

☐ Another youth ☐ Aide ☐ Teacher ☐ Counselor ☐ Other

What did you do?

☐ Hit back
☐ Ran away
☐ Yelled
☐ Cried
☐ Walked away calmly
☐ Broke something
☐ Was restrained
☐ Told aide or counselor

☐ Told peer or adult
☐ Ignored it
☐ Used anger control technique

_____

_____

☐ Talked it out
☐ Used Skillstreaming skill *(identify)*

_____

How angry were you?

☐ Burning ☐ Really angry ☐ Moderately angry ☐ Mildly angry but still OK ☐ Not angry at all

How did you handle yourself?

1	2	3	4	5
Poorly	Not so well	OK	Good	Great

Figure 4.2

NONREADER'S HASSLE LOG

When?

Morning	Afternoon	Evening
○	○	○

Where?

Home	Outside	Cafeteria	Gym	Bathroom
○	○	○	○	○

Classroom	Office	Halls	Library	Other
○	○	○	○	○

What?

Teasing	Fighting	Arguing
○	○	○

Somebody Took Something	Did Something Wrong	Other
○	○	○

Figure 4.2 (continued)

NONREADER'S HASSLE LOG

Who?

Friend ○

Parent ○

Teacher ○

Brother or Sister ○

Other ○

Action?

How did you feel afterwards?

Happy ○

OK ○

Sad ○

Mad ○

Scared ○

How did you handle yourself?

E	S⁺	S	S⁻	I	U
○	○	○	○	○	○

Table 4.1

OVERVIEW OF A 10-WEEK ANGER CONTROL TRAINING SEQUENCE

Week 1: Introduction
1. Explain the goals of Anger Control Training and "sell it" to the youngsters.
2. Explain the rules for participating and the training procedures.
3. Give initial assessments of the A-B-Cs of aggressive behavior:
   A = What led up to it?
   B = What did you do?
   C = What were the consequences?
4. Review goals, procedures, and A-B-Cs.

Week 2: Triggers
1. Review the first session.
2. Introduce the Hassle Log.
3. Discuss what makes you angry (triggers).
4. Role-play triggers.
5. Review the Hassle Log and triggers.

Week 3: Cues and Anger Reducers 1, 2, and 3
1. Review the second session.
2. Discuss how to know when you are angry (cues).
3. Discuss what to do when you know you are angry.
   Anger reducer 1: Deep breathing
   Anger reducer 2: Backward counting
   Anger reducer 3: Pleasant imagery
4. Role-play triggers + cues + anger reducers.
5. Review the Hassle Log; triggers; cues; and anger reducers 1, 2, and 3.

Week 4: Reminders
1. Review the third session.
2. Introduce reminders.
3. Model using reminders.
4. Role-play triggers + cues + anger reducer(s) + reminders.
5. Review reminders.

Week 5: Self-Evaluation
1. Review the fourth session.
2. Introduce self-evaluation.
   Self-rewarding
   Self-coaching
3. Role-play triggers + cues + anger reducer(s) + reminders + self-evaluation.
4. Review self-evaluation.

Table 4.1 (continued)

OVERVIEW OF A 10-WEEK ANGER CONTROL TRAINING SEQUENCE

Week 6: Thinking Ahead (Anger Reducer 4)

1. Review the fifth session.
2. Introduce thinking ahead.
   Short- and long-term consequences
   Internal and external consequences
3. Role-play "if-then" thinking ahead.
4. Role-play triggers + cues + anger reducer(s) + reminders + self-evaluation.
5. Review thinking ahead.

Week 7: Angry Behavior Cycle

1. Review the sixth session.
2. Introduce the Angry Behavior Cycle.
   Identify your own anger-provoking behavior.
   Change your own anger-provoking behavior.
3. Role-play triggers + cues + anger reducer(s) + reminders + self-evaluation.
4. Review the Angry Behavior Cycle.

Week 8: Rehearsal of Full Sequence

1. Review the seventh session.
2. Introduce the use of Skillstreaming skills in place of aggression.
3. Role-play triggers + cues + anger reducer(s) + reminders + Skillstreaming skill + self-evaluation.

Week 9: Rehearsal of Full Sequence

1. Review the Hassle Logs.
2. Role-play triggers + cues + anger reducer(s) + reminders + Skillstreaming skill + self-evaluation.

Week 10: Overall Review

1. Review the Hassle Logs.
2. Recap anger control techniques.
3. Role-play triggers + cues + anger reducer(s) + reminders + Skillstreaming skill + self-evaluation.
4. Give reinforcement for participation and encourage trainees to continue.

Week 1: Introduction

Explain Goals of Anger Control Training

In the first session the trainer introduces the program, "sells it" to the trainees, and gets their commitment to participate. The basic introduction involves talking with the trainees about how being angry and aggressive can lead to trouble for them with authorities (police, school), with peers, and even with regard to how they feel about themselves.

To communicate to trainees that learning to achieve greater control of anger is a worthwhile task, the trainer can give examples of people the trainees admire who have excellent self-control—for example, Jackie Chan and Evander Holyfield. Giving real-life examples and stressing that these people would not be successful if they were out of control helps make the point that having more self-control does not mean the trainees will be pushed around or be "wimps."

After providing these examples, the trainer explains how greater self-control means greater personal power: Trainees are more powerful when they are in control of their reactions to others despite the attempts of others to provoke them. By being aggressive, trainees allow others to control them.

Explain Rules and Procedures

It is essential to describe how the group works and what is expected of each trainee at the outset of the program. The trainer begins by explaining that meetings last about an hour and are held once a week for 10 weeks on a specific day and time (or any other program structure, if the 10-week curriculum does not apply). At these meetings, each trainee is expected to participate actively, cooperatively, and with respect for the other trainees. Homework will be given and used as the material for the next session; therefore, completion of homework is required for success in the program. The homework requires each trainee to complete one or more Hassle Logs each week, to record details about conflict situations in which they are involved.

The trainer next explains that a sequence of different techniques for anger reduction are taught by (a) explanations and demonstrations by the trainer and (b) practice in the form of role-playing by trainees. Trainees will role-play the anger control techniques for the situations on their Hassle Logs so that the next time the situation or a similar one occurs, they will have the choice to do something other than get angry.

Explain the A-B-Cs of Anger

The trainer explains to the group how each conflict situation has three steps:

A = What triggered the problem? What led up to it?

B = What did you do (the actual response to A)?

C = What were the consequences (to you and to the other person)?

The trainer then gives examples of how he or she has handled some personal conflicts, being sure to point out the A, B, and C steps. Finally, trainees give examples, while the trainer helps them identify the A, B, and C steps operating in these situations.

Review

A brief review of the reasons for developing greater self-control, the rules and procedures of the group, and the A-B-Cs ends the meeting.

Week 2: Triggers

Review the First Session

Trainees are reminded that they increase their personal power by having control over their reactions to others. Again, providing examples of popular sports figures or others who demonstrate exceptional self-control is helpful. The trainer reviews the rules and procedures, emphasizing that anger control involves learning techniques by watching them being demonstrated and then practicing them. Then the trainer goes over the A-B-C model, reminding the group of the three steps in each conflict. The trainer gives an example and asks a few trainees for examples that occurred in their lives during the past week.

Introduce the Hassle Log

The trainer next shows the group an example of the Hassle Log (see Figure 4.1) and asks a different trainee to read each item. Then he or she explains the importance of the log: (a) It provides an accurate picture of conflicts that occur during the week; (b) It helps trainees learn about what makes them angry and how they handle these situations (so they can work to change behaviors that cause them trouble and leave them feeling bad about themselves); and (c) It provides material for role-playing in future sessions (using situations that really

happen is much more effective than using made-up situations). The Hassle Log is filled out for situations that trainees handle well as well as for those in which they become angry or aggressive.

At this point, the trainer shows how to fill out the Hassle Log using a sample conflict. The trainer makes sure each trainee understands how to complete the Hassle Log by having each of them fill out a log for a recent hassle. Then the trainer checks the logs and corrects any misunderstanding of instructions. Trainees are given a folder or binder containing several Hassle Logs and are instructed to fill out a log as soon as possible after an incident.

Discuss Triggers

The trainer reviews the idea that each conflict situation has an *A* (trigger), a *B* (behavior), and a *C* (consequence). In this session, the focus is on the *A* step, or trigger. The goal is to help trainees identify things that arouse their anger. Both external and internal triggers are described.

External triggers are things done by one person that make another person angry. They may be verbal (e.g., telling a trainee what to do or calling him or her a name) or nonverbal (e.g., pushing the trainee or making an obscene gesture). The trainer helps trainees identify the external triggers (verbal or nonverbal) that led them to become angry or aggressive during the last few weeks. Almost always, it takes more than just an external trigger to lead to anger arousal and aggressive behavior: Internal triggers, or what youngsters think or say to themselves when faced with an external trigger, are crucial to whether or not they become angry. Youngsters often say things to themselves such as "That S.O.B. is making fun of me"; "He's making me look like a wimp"; or "I'm going to tear that guy's head off." These distorted self-statements are the internal triggers that combine with external triggers to lead to high levels of anger arousal and aggressive behavior. Helping trainees identify their internal triggers sets the stage for later sessions, in which they learn how to replace internal triggers that make them angry with positive self-statements or reminders that reduce their anger in conflict situations.

Role-Play

The trainers model, help the trainees role-play, and give feedback on the trainees' use of triggers (external and internal). For these role-plays,

situations from the Hassle Logs are used. In this session's role-playing, the emphasis is on identifying internal triggers. Some useful situations for this role-play include being deliberately tripped or fouled during an athletic competition, getting into trouble for something one didn't do, and feeling lied to by a peer or adult.

Review

The trainer reviews the use of the Hassle Log and reminds trainees of the importance of completing it, then goes over the topics taught so far—namely, external and internal triggers.

Week 3: Cues and Anger Reducers 1, 2, and 3

Review the Second Session

The trainer reviews the triggers taught in Session 2 by going over the completed Hassle Logs. The trainer checks to be sure the Hassle Logs are filled out properly; reinforcement is provided for those trainees who have successfully identified their internal triggers.
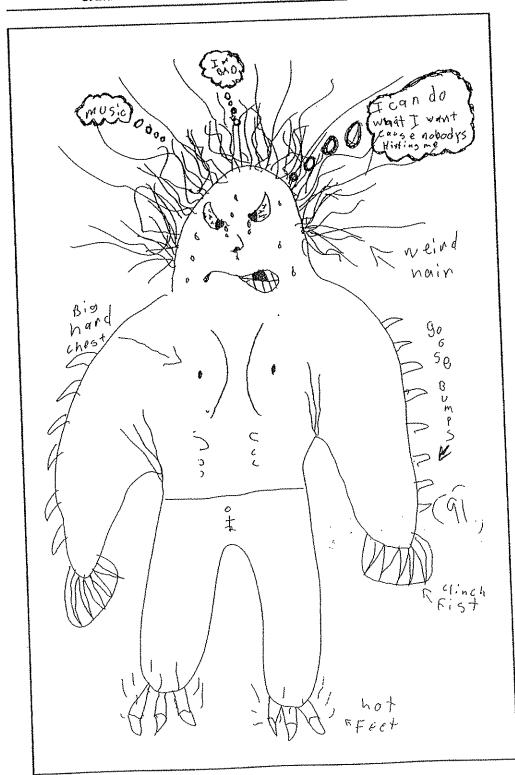
Discuss Cues

All people have physical signs that let them know they are angry—for example, muscle tension, a knot in the stomach, clenched fists, grinding teeth, or a pounding heart. The trainer gives some personal examples of these signs and explains that individuals must know they are angry before they can use self-control to reduce the anger. Next trainees try to identify their own and others' warning signs by role-playing short conflict situations. The trainer gives feedback on how well each trainee has identified the warning signs or cues. In some Anger Control Training groups, trainees have found it helpful to communicate their cues to the group in pictures they draw of themselves, rather than in verbal reports (M. Ptacek, personal communication, October 10, 1997). Figure 4.3 is a sample drawing generated in this way.

Discuss Anger Reducers 1, 2, and 3

Now that the trainees are beginning to identify their anger warning signs (cues), they can start to make use of anger reduction techniques to lower their arousal levels and increase their self-control and personal power when they notice themselves getting angry. Any or all of the three anger reducers can be a first step in a chain of new behaviors giving the trainees greater self-control and more time to decide how

Figure 4.3

SAMPLE DRAWING OF PARTICIPANT'S ANGER CUES

to respond effectively. The key sequence here is identification of physical cues of anger followed by the use of one or more anger reducers. As the trainer presents each of the three anger reducers, he or she models its use, has the trainees role-play the sequence "triggers + cues + anger reducer," then gives feedback on the role-plays.

Anger reducer 1: Deep breathing

Taking a few slow, deep breaths to which trainees pay full attention can help them make a more controlled response in a pressure situation. Examples from sports of taking a few deep, focusing breaths (e.g., in basketball, before taking an important foul shot, and in boxing) can be presented. Trainees are reminded about their signs of being angry and told how deep breathing can reduce tension by relieving physical symptoms of tension. Then the trainer models, has trainees role-play, and gives feedback on the sequence of "triggers + cues + deep breathing."

Anger reducer 2: Backward counting

A second method of reducing tension and increasing personal power in a pressure situation is to count backward silently (at an even pace)—for example, from 20 to 1. Trainees are instructed to turn away from the provoking person or situation, if appropriate, while counting. Counting backward is a way of simultaneously lowering arousal level and gaining time to think about how to respond most effectively. The trainer models, helps trainees role-play, and gives feedback on the sequence of "triggers + cues + backward counting."

Anger reducer 3: Pleasant imagery

A third way to reduce tension in an anger-arousing situation is to imagine being in a peaceful scene (e.g., "You are lying on the beach. The sun is warm, and there is a slight breeze"). Trainees are encouraged to think of scenes they find peaceful and relaxing. Then the trainer models, helps the trainees role-play, and gives feedback on the sequence of "triggers + cues + pleasant imagery."

Review

Each member's identification of triggers and physical signs of anger (cues) are reviewed, along with the three anger reducers. Homework involves having trainees attempt to use each of the three anger reducers in the coming week in situations where they notice they are

getting angry. On their Hassle Logs for each situation, trainees note which anger reducer(s) they use.

Week 4: Reminders

Review the Third Session

The trainer reviews the cues and anger reducers taught during the previous session by going over the Hassle Logs assigned as homework. Reinforcement is provided for reports of successful use, or attempted use, of one or more of the three anger reducers.

Introduce Reminders

Reminders are self-instructional statements used to help increase success in pressure situations of all types. Some examples of reminders that can be used during pressure situations in sports are (a) "Bend your knees and follow through" when making a foul shot in basketball and (b) "Watch out for his left" or "Jab and then hook" in boxing. Trainees suggest several reminders of this type that they use or could use. The trainer describes and gives several examples of how reminders can also be very helpful in situations in which trainees must try very hard to keep calm (e.g., confrontations with police, court appearances). Finally, trainees generate a list of reminders they have used or could have used in recent pressure or conflict situations (drawn from the Hassle Logs). Some reminders are in a sense generic (i.e., they fit almost any anger experience). Examples include such self-instructional statements as "Take it easy," "Relax," "Calm down," "Chill out," and "Cool off." Some reminders are benign reinterpretations of the anger-arousing internal trigger (e.g., "He didn't bump me on purpose. The hall is really crowded between classes").

Novaco (1975) has provided a useful pool of reminders, to be employed before, during, or after the anger-arousing experience (see Table 4.2). A second valuable set of reminders has been provided by Deffenbacher (1996), subgrouped into cool thoughts (e.g., "Just stay cool," "This battle isn't worth it"); problem-solving thoughts (e.g., "OK, develop a plan," "What's the first thing I want to do?"); control and escape thoughts (e.g., "I can always just walk away," "It's OK to take time out"); and self-rewarding thoughts ("Good, I'm hanging in there," "I feel great—I'm dealing with it and not yelling"). In addition to these choices, and more effective than any selected from a list, are those reminders created by trainees themselves.

Table 4.2

SELF-INSTRUCTIONAL REMINDERS FOR USE BEFORE, DURING, AND AFTER PROVOCATION

Preparing for Provocation
- This is going to upset me, but I know how to deal with it.
- What is it that I have to do?
- I can work out a plan to handle this.
- I can manage the situation. I know how to control my anger.
- If I find myself getting upset, I'll know what to do.
- There won't be any need for an argument.
- Don't take this too seriously.
- This could be a testy situation, but I believe in myself.
- Time for a few deep breaths of relaxation. Feel comfortable, relaxed, and at ease.
- Easy does it. Remember to keep your sense of humor.

Impact and Confrontation
- Stay calm. Just continue to relax.
- As long as I keep my cool, I'm in control.
- Just roll with the punches; don't get bent out of shape.
- Think of what you want to get out of this.
- You don't need to prove yourself.
- There is no point in getting mad.
- Don't make more out of this than you have to.
- I'm not going to let him get to me.
- Look for the positives. Don't assume the worst or jump to conclusions.
- It's really a shame she has to act like this.
- For someone to be that irritable, he must be awfully unhappy.
- If I start to get mad, I'll just be banging my head against the wall. So I might as well just relax.
- There is no need to doubt myself. What he says doesn't matter.
- I'm on top of this situation and it's under control.

Coping with Arousal
- My muscles are starting to feel tight. Time to relax and slow things down.
- Getting upset won't help.
- It's just not worth it to get so angry.
- I'll let him make a fool of himself.
- I have a right to be annoyed, but let's keep the lid on.
- Time to take a deep breath.
- Let's take the issue point by point.
- My anger is a signal of what I need to do. Time to instruct myself.
- I'm not going to get pushed around, but I'm not going haywire either.

- Try to reason it out. Treat each other with respect.
- Let's try a cooperative approach. Maybe we are both right.
- Negatives lead to more negatives. Work constructively.
- He'd probably like me to get really angry. Well, I'm going to disappoint him.
- I can't expect people to act the way I want them to.
- Take it easy, don't get pushy.

Reflecting on the Provocation

When conflict is unresolved:

- Forget about the aggravation. Thinking about it only makes you upset.
- These are difficult situations, and they take time to straighten out.
- Try to shake it off. Don't let it interfere with your job.
- I'll get better at this as I get more practice.
- Remember relaxation. It's a lot better than anger.
- Can you laugh about it? It's probably not so serious.
- Don't take it personally.
- Take a deep breath.

When conflict is resolved or coping is successful:

- I handled that one pretty well. It worked!
- That wasn't as hard as I thought.
- It could have been a lot worse.
- I could have gotten more upset than it was worth.
- I actually got through that without getting angry.
- My pride can sure get me into trouble, but when I don't take things too seriously, I'm better off.
- I guess I've been getting upset for too long when it wasn't even necessary.
- I'm getting better at this all the time.

Model the Use of Reminders

The trainer models the use of appropriate reminders to increase self-control and personal power in conflict situations, as opposed to using internal triggers (e.g., "Cool it" versus "I'll kill him"). At first it is useful for the trainer to say the reminders aloud, but over time and practice, the goal is for trainees to be able to "say" them silently—that is, to think them. This goal can be accomplished by gradually decreasing the frequency of saying a reminder and increasing the frequency of saying it in a whisper, then saying it silently.

Role-Play

The trainer models the chain "triggers + cues + anger reducer(s) + reminders." Then trainees role-play conflict situations from their Hassle

Logs in which the main actors (a) identify the external and internal triggers, (b) identify the cues of anger, (c) use anger reducers 1, 2, and 3 (any or all), and (d) use reminders. If the main actor has trouble using the reminders, it may be helpful for the trainer to quietly give examples at the proper time. Focus in the role-play is on moving from "out loud" reminders, through whispered reminders, to silent ones. The trainer gives feedback on the role-plays, particularly on the use of the anger reducers and reminders.

Review

The trainer summarizes the use of reminders, their timing, and the rationale for their use. Then each trainee is given three index cards and asked to select and write down three reminders that might be useful in the coming week. As homework, trainees are instructed to use each of these reminders during hassles that arise during the week and to note in the Hassle Log for that situation the reminder they used.

Week 5: Self-Evaluation

Review the Fourth Session

The trainer reviews reminders by having each trainee relate a hassle from the past week in which a reminder was used and recorded as homework. The group is reminded of the A-B-C model, and each trainee is asked about the consequences to self and to others of having used the reminder. Again, "out loud," whispered, and silent reminders are distinguished. The outcome of using the reminder is evaluated: Did the reminder work? If not, what went wrong?

Introduce Self-Evaluation

Self-evaluation is a way for trainees to (a) judge for themselves how well they have handled a conflict, (b) reward themselves for handling it well (self-rewarding), or (c) help themselves find out how they could have handled it better (self-coaching). Basically, self-evaluation is conducted by using a set of reminders relevant to feelings and thoughts *after* a conflict situation. The trainer presents some statements that trainees can use to reward themselves (e.g., "I really kept cool" or "I was really in control") and to coach themselves when they fail to remain in control in a conflict situation (e.g., "I need to pay more attention to my cues"). Then each trainee generates a list of self-rewarding and self-coaching statements to use in the situations taken from the Hassle Logs. These statements are discussed individually and in the group.

Role-Play

The trainer models the chain "triggers + cues + anger reducer(s) + reminders + self-evaluation." In this modeling, both self-rewarding and self-coaching statements are emphasized. Next the trainer conducts role-plays from Hassle Log situations in which the main actors carry out all the following steps: (a) identify external and internal triggers, (b) identify cues of anger, (c) use any or all of the anger reducers, (d) use reminders, and (e) evaluate their performances, either rewarding or coaching themselves. The trainer provides feedback on the role-plays with an emphasis on self-evaluation.

Review

The two types of self-evaluation are reviewed. Then the trainer assigns homework requiring trainees to list on their Hassle Logs self-evaluation statements following conflicts (resolved or unresolved) that occur in the coming week.

Week 6: Thinking Ahead (Anger Reducer 4)

Review the Fifth Session

The trainer reviews self-evaluation by going over the Hassle Logs for the self-rewarding and self-coaching statements written down as homework from the last session.

Introduce Thinking Ahead

Thinking ahead is another way of controlling anger in a conflict situation by judging the likely future consequences of current behavior. The trainer refers to the A-B-C model and explains that thinking ahead helps trainees figure out what the C (consequence) will probably be before they decide what to do (i.e., the B step). The sentence "If I do this now, then this will probably happen later" guides trainees' estimation of consequences.

The trainer distinguishes between short- and long-term consequences, encouraging trainees to consider the long-term results over the short-term ones (e.g., the short-term "If I slug him now, he'll shut up" versus the long-term "If I slug him now, I'll be put on in-school suspension for a week"). Trainees are asked to list short- and long-term consequences, for both themselves and others, of specific aggressive acts they have engaged in during the last 2 months.

Finally, the trainer explains the difference between the internal and external consequences of being aggressive. For example, external

consequences might include going back to court and having to serve a week of in-school suspension, whereas internal consequences might be feeling terrible about oneself or losing self-respect. The trainer also talks about social consequences, such as losing friends or being excluded from a group. Each group member lists negative external, internal, and social consequences of being aggressive and enumerates the positive consequences of using self-control.

Role-Play: "If-Then" Thinking Ahead

Using situations from the Hassle Logs, the trainer models, helps trainees role-play, and gives feedback on using the "if (I act aggressively), then (this will probably be the consequence)" thinking ahead procedure. Negative consequences are emphasized as additional reminders not to act aggressively.

Role-Play: Anger Control Chain

The trainer models the chain presented so far: "triggers + cues + anger reducer(s) + reminders + self-evaluation." Then role-plays are conducted using situations from the Hassle Logs in which the main actors follow all of the above steps and use any or all of the anger reducers, plus thinking ahead. The trainer gives feedback on the role-plays.

Review

The reasons to use thinking ahead, the different types of consequences of aggression, and the "if-then" statements are reviewed. Then the trainer assigns the homework: to use thinking ahead in two conflict situations in the coming week and to write "if-then" statements on the Hassle Log for those situations.

Week 7: Angry Behavior Cycle

Review the Sixth Session

The trainer reviews thinking ahead by going over with the group the completed Hassle Logs, in which the trainees wrote down "if-then" statements used in conflict situations in the past week.

Introduce the Angry Behavior Cycle

Until this point, the focus has been on what to do when other people make trainees angry. This session focuses on the Angry Behavior Cycle, or what trainees do to make other people angry with them.

Personal examples are given of things the trainer does that are likely to make others angry (e.g., calling someone a name, making fun of a person's appearance). Each trainee then thinks about and lists three things he or she does to make other people angry. If the group can handle some confrontation, trainees can respectfully take turns telling one another about behaviors that make them angry.

The trainer gets an agreement from each trainee to try to change these problematic behaviors in the coming week, perhaps by using the thinking ahead procedure ("If I do this, then this person may get angry and the situation may get out of hand"). Changing even one behavior may prevent some conflicts and lead to trainees' being better liked or having more friends.

Role-Play

This role-play is again designed to allow practice of all the anger control techniques taught so far. The trainer models the chain of "triggers + cues + anger reducer(s) + self-evaluation." Then the trainer conducts role-plays of this chain from trainees' Hassle Logs, with the main actors using any or all of the anger reducers in addition to all the other steps. The trainer then gives feedback on the role-plays.

Review

The trainer reviews the behaviors each trainee has identified as often making other people angry. Trainees are reminded of their agreement to try in the coming week to change at least one of the three behaviors they have identified as being part of their Angry Behavior Cycle.

Week 8: Rehearsal of Full Sequence

Review the Seventh Session

The trainer reviews the Angry Behavior Cycle—the idea that in addition to getting angry at what other people do, trainees do things that make other people angry. The trainer discusses with the trainees their attempts to change their own anger-provoking behavior, as agreed upon in the last session.

Introduce Skillstreaming Skills

At this point, the trainer explains to the group that this week and the next 2 weeks will be devoted to role-plays that use all the anger control techniques and some of the skills they have already learned in the Skillstreaming sessions.

Role-Play

The trainer conducts role-plays from situations in trainees' Hassle Logs that follow the entire sequence: "triggers + cues + anger reducer(s) + reminders + Skillstreaming skill + self-evaluation." Then feedback is given on the role-plays, focusing on how well all the steps were put together.

Week 9: Rehearsal of Full Sequence

Review the Hassle Logs

The trainer goes over the completed Hassle Logs to reinforce how well the trainees are using all of the anger control techniques and beginning to use the Skillstreaming skills.

Role-Play

Role-playing and feedback are continued using the entire series of steps: "triggers + cues + anger reducer(s) + reminders + Skillstreaming skill + self-evaluation."

Week 10: Overall Review

Review the Hassle Logs

The trainer goes over the completed Hassle Logs to continue reinforcing the trainees' new ways of handling conflict situations. It may be helpful to bring some of each trainee's Hassle Logs from very early in the program to compare against those filled out for the last week.

Recap Anger Control Techniques

All of the anger control techniques taught in the program are briefly recapped: (a) increasing personal power through self-control; (b) using the A-B-C model; (c) identifying internal and external triggers; (d) using anger reducers; (e) recognizing anger cues; (f) using reminders; (g) using self-evaluation; (h) thinking ahead; (i) recognizing the Angry Behavior Cycle; and (j) using Skillstreaming skills.

Role-Play

The trainer conducts role-plays and gives feedback using the full chain: "triggers + cues + anger reducer(s) + reminders + Skillstreaming skill + self-evaluation."

Reinforce and Encourage Continuation

If appropriate, the trainer lets the group know they have learned how to control their anger, increase their personal power, be better liked and respected, and stay out of trouble caused by aggression. Each trainee now has a choice to make—whether or not to use what has been learned.

HASSLE LOG

(Morning?_____ Afternoon?_____ Evening?_____)

Date:_____

Your Name:_____

A) Where were you?
_____ Classroom
_____ Dorm
_____ Gym
_____ Recreation Room
_____ Bathroom
_____ Team Office
_____ Dining Room
_____ Outside Recreation
_____ Off Grounds
_____ Halls
_____ On a Job
_____ Other

B) What happened?
_____ Somebody teased me
_____ Somebody took something of mine
_____ Somebody was doing something I didn't like
_____ I did something wrong
_____ Somebody started a fight with me
_____ Other:_____

C) Who was the "somebody"?
_____ A Friend/Associate
_____ An Adult Authority
_____ A Parent
_____ A Stranger
_____ Teacher
_____ Another Youth

D) What did you do?
_____ Hit back
_____ Ran away
_____ Yelled
_____ Used profanity
_____ Broke something
_____ Was retrained
_____ Told parent
_____ Used sarcasm
_____ Told Peers
_____ Ignored other person
_____ Cried
_____ Used Anger Control

E) How did you handle yourself?
_____ Poorly   _____ Not well   _____ Okay   _____ Good   _____ Great

F) How angry were you?
_____ Burning
_____ Mildly angry
_____ Really angry
_____ Not angry at all
_____ Moderately angry

- -

Anger Control Concepts Involved In This Hassle:
1. Triggers
    a) External Trigger:
    b) Internal Trigger:

2. My Cues:

3. My Anger Reducers:

4. My Reminders:

5. How I Thought Ahead:

6. My Self-Evaluation:

Notes:_____
_____

ANGRY BEHAVIOR CYCLE

Cues → **Reminders**

Triggers

ANGER CONTROL

Anger Reducers

Thinking Ahead

Self-Evaluation

c Barry Glick, Ph.D., NCC

Anger Control Pre-Test

A. MATCH *Place the number of the definition that matches the term in the space provided (2 points each)*

_____ Anger Reducers

_____ Self-Evaluation

_____ Triggers

_____ SLT Skill

_____ Cues

_____ Reminders

_____ Role Play

_____ Aggression

_____ Pleasant Imagery

_____ Thinking Ahead

1. What to do in place of being angry
2. Statements to help increase your success
3. Imagining a peaceful scene
4. A way to judge yourself
5. Things you do to calm down
6. Hostile Behavior
7. What makes you angry
8. Physical Signs that tell you that you're angry
9. If...then....
10. Similar to acting

B. COMPLETION *Complete each question with the best possible answer* (2 points each)

1. The **A-B-C- Model** of Aggressive Behavior

   A = _____

   B = _____

   C = _____

2. The Three Anger Reducers:

   a) _____

   b) _____

   c) _____

3. Give three examples of pleasant imagery:

   a) _____

   b) _____

   c) _____

4. Thinking Ahead means thinking about the

   _____

C. *Read the following incident and answer the questions.*   (2 points each)

Two youths, who were friends, were walking down a street in their own neighborhood. Another youth, coming from the opposite direction, walks up to them and tells them: *"get off my turf or I'll have my friends get you off"*. One youth responds: *"I don't have to leave. I live in this neighborhood too and can walk wherever I please"*. This youth then gets pushed by the other youth. The one who pushed then runs away.

1.   What was the trigger for the youth who was walking with his friend?

_____

_____

2.   This *Trigger* was _____ (external or internal).

3.   Name one internal trigger that the youth who got pushed may have had?

_____

4.   The youth who got pushed did not do anything back. What reminder may have used?

_____

5.   If you were the youth who did not push back, what would your self-evaluation be?

_____

Anger Control Post-Test

A. Match Place the number of the phrase that best goes with the term. (2 points each)

_____ Self-Reinforcing	1. "My heart is pounding faster".
_____ Self-Control	2. "I am lying on the beach".
_____ Reminder	3. "You are a wimp".
_____ Thinking Ahead	4. "He's making me look like a wimp".
_____ Anger Reducers	5. "Chill out."
_____ External Trigger	6. "I really handled that well."
_____ Pleasant Imagery	7. "I should've told myself to 'cool it' sooner".
_____ Self-Coaching	8. "If I hit him now, he'll shut up".
_____ Cues	9. "I should use these to calm down".
_____ Internal Trigger	10. "I have greater personal power".

B. Identify Use the Word Bank to help you (2 points each)

> **Reminder - Cue - Anger Reducer - Consequence**
> **External Trigger - Internal Trigger - Pleasant Imagery**

1. Counting Backwards_____	11. Slow down_____
2. Clenched Fists_____	12. Kicked out of school_____
3. I hate Him_____	13. My girlfriend_____
4. Ignore it_____	14. Muscle tension_____
5. Losing a friend_____	15. Mushing (hand in face)_____
6. A punch_____	16. I'll kill him_____
7. A longer jail term_____	17. Deep breathing_____
8. Clam down_____	18. Losing a visit_____
9. He's a jerk_____	19. A rainbow_____
10. Getting a ticket_____	20. Take it easy_____

Anger Control Post-Test

C. Fill in the Blank   (2 points each)

1. _____ are physical signs that let you know you're angry.

2. An SLT skill is a skill you use in place of being _____.

3. A _____ is what makes you angry.

4,5. The two types of triggers are _____ and _____.

6. _____ are things you say to yourself to help you keep calm.

7. _____ is a way of judging yourself after a conflict situation (hassle).

8. _____ _____ helps you figure out what the consequence will probably be before you decide what to do.

9. _____ _____ are what you use once you have noticed your cues so that you don't get angrier.

10. Using _____ _____ givens you greater personal power and self-control.

D. Apply What You Know

Read the following incident and answer the questions (4 points each)

You are watching the Super Bowl Football game on television. Your girlfriend comes over and decides to change the channel so she can watch a movie. You then start screaming, while your fists are clenched, and you decide to go watch the game at your friend's house. You then storm out of the house.

1. What was the trigger for you? _____

2. This trigger was **internal external**. (Circle the correct answer)

3. What internal trigger may have you had? _____

4. Name the cue(s). _____

5. Self-evaluate yourself. _____

D. <u>SOCIAL SKILLS</u>

This section of the program will educate the individuals on appropriate social skills and how to manage in various social situations. Additionally, communication skills will be addressed.

<u>PROGRAM MATERIALS</u>

1. Individuals will complete Lessons 2-4, 10-15 of the Thinking For A Change Cognitive /Behavioral Program

   A. Lesson 2 – Active Listening Skills
   B. Lesson 3 – Asking a Question
   C. Lesson 4 – Giving Feedback
   D. Lesson 10 – Knowing Your Feelings
   E. Lesson 11 – Understanding the Feelings of Others
   F. Lesson 12 – Responding to the Feelings of Others
   F. Lesson 13 – Preparing for a Stressful Conversation
   G. Lesson 14 – Responding to Anger
   I. Lesson 15 – Dealing With an Accusation

Active Listening (An Optional Lesson)

Note: This is the first of a series of three *optional* social skills lessons. Facilitators should choose to begin with these lessons if they believe their class needs to learn and practice the basic skills of group participation: i.e. *Active Listening; Asking Questions: and Giving Feedback.*

SUMMARY AND RATIONALE:

Listening is a skill which is required for almost all social interactions. It is also a prerequisite skill to participate in a group process such as *The Thinking for a Change Program*. It also helps establish norms and expectation about group participation.

CONCEPTS AND DEFINITIONS:

Active Listening is the deliberate effort to hear and understand what others are saying.

OBJECTIVES:

As a result of this session participants will:

1. understand the importance of *Active Listening* in this group and in other social situations.

2. learn and be able to perform the four steps of *Active Listening*.

3. perform the steps of *Active Listening* in real life situation.

MAJOR ACTIVITIES:

1. Homework Review (None for this lesson)
2. Overview of Lesson: a) the importance of social skills (generally); b) the importance of *Active Listening*
4. Model the social skill, *Active Listening*
5. Discuss the Modeling Display
6. Participants role play the skill, *Active Listening*
7. Feedback (discussion) of the Role Play
8. Plan and assign homework (practice) of the skill
9. Repeat Steps 5, 6, and 7 for each participant in the group
10. Wrap up

SUPPLEMENTS:

- Pocket Cards:
  Active Listening Skill duplicated on pocket cards for group members.

- Overhead Transparencies:
  Social Skills Definition
  Social Skills Lesson Format
  Listening

- Handouts:
  Homework Report

EQUIPMENT:

- Overhead Projector
- Easel with Chart Paper
- Markers
- Masking Tape

REFERENCES:

Aggression Replacement Training. Goldstein, AP and Glick, B.. 1987.
    Champaign, IL: Research Press.

The Prepare Curriculum. Goldstein, AP. 1988. Champaign, IL:
    Research Press.

LESSON

Activity 1: No Homework for this Lesson

> SAY) Beginning with this session, we are going to identify and practice a way to learn and use techniques to better get along with others, both individually and in small groups.

We will use these techniques to learn specific skills. What are skills anyway?

Since this is the first in a series of social skills lessons, take the time to introduce the importance of skill development.

Solicit group responses and write all of them on chart paper. Insure that you reinforce those that support the definition of social skills.

Activity 2: a) Overview of Social Skills (General)

Here is a definition of social skills that we will use throughout this program. Note the similarities between some of the comments you made and our working definition. That is not surprising since we all know and use social skills on a daily basis. As such, this group should provide you with an opportunity to practice those skills you need to know and use.

Here is another way to think about the importance of this group. We all know how to do something very well, don't we, one skill we have acquired as a result of having to survive on the streets. What is that?

Social Skills are the skills we use when we deal with other people. Good Social Skills get us what we want and maximize the positive response and minimize the negative response from other people.

Lesson 2   OH#1
                                    Active Listening

Introduce Glick's pocket analogy as empowerment for the participants. Be sure you have empty pockets which you can turn out as you complete this demonstration.

That is right, fight. Well let's pretend that you have the ability to pull out your fist, or knife, or gun from this pocket, *anytime you want to...*

As you state this, make a fist and pull it out of one of your pockets.

But, what do you have in this pocket? NOTHING! And what do you have in this pocket? NOTHING! And this? NOTHING! And this? NOTHING!

Be sure that you turn out one of your pockets each time you ask the question and give a response.

Well, what this program, and these groups in particular will do is fill up your pockets, so now you can pull out your fist **anytime** you want to, for sure, but also now you have choices.

Turn your pockets back in as you state this.

And what happens when you have more choices? And how do you feel when you have choices?

Solicit responses which insure that more choices lead to greater flexibility and feelings of empowerment.

Here is what you can expect in each Social Skill Lesson presented in this program. We will start with a thinking check-in, in which we will review last week's homework which was done outside of class using the skill you learned the week before. We will then introduce the new skill to be learned, this week is active listening. Mr/Ms. ___ and I will demonstrate how to use the skill showing you the exact steps to follow, you will then have an opportunity to try the skill by role-playing a situation you identify.

1. Homework Review.
2. Overview of new skill.
3. Trainer Models the new skill.
4. Discussion of the Modeling Display.
5. All participants practice the skill (Role Play).
6. Feedback (Discussion) of the Role Play (practice).
7. Prepare the Homework assignment of the skill.

Lesson 2
OH#2
Active Listening

We will then discuss how you did in following the steps of the skill, and you will then contract to practice the skill outside the group sometime in the week in between groups. OK? Any questions?

Entertain any questions and respond by reinforcing the group procedures just introduced.

Activity 2: b) Overview of Active Listening

For today, we are going to learn a skill that we all take for granted, and that is *listening*. What does listening mean to you?

Solicit some responses to the group that reflect listening an active way of hearing what the other person is saying to you

We will have an opportunity to talk about what listening means to you in a little bit, but right now Mr/Ms_____ would like to show you some examples of the skill and the specific steps of the skill, *listening*. After you have had a chance to watch us model this for you, we will talk about times when you may have to or want to use the skill in the near future.

Activity 3: Model the skill: Active Listening

Would _____ (choose a participant) read the first step of the skill. Would _____ read the second step....

Hand out the skill cards with the skill, *listening*, on it and show it on an overhead. Ask a different participant to read one of the steps of the skill in order. Be sure to thank each individual and provide positive feedback for reading.

Does everyone understand the steps of the skill, listening?

Are there any questions you have.
Good! Now Mr./Ms. _____ will
model the skill for you. Here is the
situation.

Listening

1. Look at the person who is talking.
2. Remember to sit quietly.
3. Think about what is being said.
4. Say "yes" or nod your head.
5. Ask a question about the topic to find out more.

Lesson 2
OH#3
Active Listening

I am a member of a group, and
Mr/Ms. _____ is telling a story about
a situation that happened in the
mess hall where he saw a trustee
drop a serving spoon and pick it up
and put it back in the food.

Activity 4: Discuss the Modeling Display

Now that you have seen a model of
the skill, what situations can you
think of where you could use this
skill? Have you ever had difficulty
in situations where you had to
listen to some one else very
carefully?

The two trainers act out the
vignette, following the steps of the
skill exactly. Be sure to point to
your head and talk aloud when
performing a "thinking" step (e.g.
step # 2).

Solicit responses and have **each**
participant describe a *real, current*
situation where the skill must be
used.

Then once everyone has had the
opportunity to describe the
situation where they would use the
skill, have one participant volunteer
to do a role play. Remind the
group that **everyone in the group**
will have an opportunity to practice
the skill.

Designate the volunteer trainee as
the *main actor*, and ask the trainee

to choose a co-actor (someone who reminds the main actor of the person with whom the skill will be used in the real life situation".

Activity 5: Participant Role Play of the Skill

Where would you be listening to _____? OK, how is the room furnished, where are you, are you standing or sitting?
To the main actor: Try to follow the steps of the skill as best you can.
To the co-actor: Try to play the part of _____ as best you can. Say and do what you think _____ would do when _____ follows the steps of the skill.

To the other group participants: Watch carefully how well _____ performs the skill, because afterwards, we will discuss it. In fact, _____, you watch step #1 and see how well _____ looks at the person who is talking. _____, you watch for step 2 and see if _____ thinks about what is being said. Be sure to note if he points to his head since this is a "thinking" step. _____ you look for step 3, and _____, you look to see if _____ does step 4.

Set the stage for the role playing, including props, arrangements, and set description. Then rehearse the main actor what he will say and do during the role play, finally provide final instructions to the group.

Assign each of four group participants a step in the skill to observe.

Begin the role play, insuring that the main actor follows the steps of the skill exactly. If he/she doesn't, stop the role play, reinstruct, and begin again.

Activity 6: Feedback
(Discussion) of the Role Play

To the co-actor: How did you feel about playing the role saying some things for _____ to listen to?

After the role play is completed (no more than three to five minutes), invite feedback from the group.

Who was looking for step 1? How well did _____ do that?

Be sure you solicit positive comments as appropriate. The purpose here is to state, objectively, whether the role player followed the steps of the skill, and not how well he/she acted.

Who had step 2? Can you tell us how well _____ did that?

Did he/she point to their head as they were thinking about what was being said?

Who had step 3? Did _____ wait his/her own turn to talk?

And step 4?

Activity 7: Plan and Assign the Homework for the Skill

Well, now that you have had an opportunity to try the skill, when, during the next week do you think you can practice it?

Trainer helps role player plan homework.

Here is a homework sheet. All of us will complete the first part of it, here in class, and you will individually complete the second part after you practice your skill, given the situation you have described.

Distribute the homework reports, and have everyone complete the first part as they complete their role play.

Activity 8: Repeat activities 5, 6, and 7 with each participant

Now, who would like to go next.
OK, _____ as I recall, your
situation was....

Activity 9: Wrap Up

Now, who would like to go next.
OK, _____ as I recall, your
situation was...

Continue with role playing, using
the same procedures as outlined in
the above sections, until everyone
has had an opportunity to complete
the skill

Next time we meet, we will have an
opportunity to review your
homework and see how well you
did practicing this week's skill,
listening. Next time we will learn a
new skill. See you then, and take
care.

**As a trainer, you should become
familiar and comfortable with the
steps and sequence of the skill
lesson, since the format is the
same throughout the curriculum.
Only the content changes.**

3

Asking Questions (An Optional Lesson)

This is the second of a series of optional social skills which provide a foundation for group interactions and group norms. Learning to ask questions so as to receive information critical for one's own needs is an important skill for participants to master in all cognitive behavioral programs.

CONCEPTS AND DEFINITIONS:

Asking Questions is a basic social skill that helps us meet our needs while encouraging others to help us.

OBJECTIVES:

As a result of this session participants will:

1. understand the importance of the social skill: *Asking Questions.*

2. learn and be able to perform the five steps of *Asking Questions.*

3. perform the steps of *Asking Questions* in real life situations.

MAJOR ACTIVITIES:

1. Homework Review (None for this lesson)
2. Overview of Lesson: a) the importance of social skills (generally); b) the importance of *Active Listening*
3. Model the social skill, *Asking Questions*
4. Discuss the Modeling Display
5. Participants role play the skill, *Asking Questions*
6. Feedback (discussion) of the Role Play
7. Plan and assign homework (practice) of the skill
8. Repeat Steps 5, 6, and 7 for each participant in the group
9. Wrap up

SUPPLEMENTS:

- Pocket Cards:
  Asking Questions skill duplicated on pocket cards for group participants.

- Overhead Transparencies:
  Asking Questions

- Handouts:
  Homework Report (see Lesson 2)

EQUIPMENT:

- Overhead Projector
- Easel with Chart Paper
- Markers
- Masking Tape

REFERENCES:

Aggression Replacement Training. Goldstein, AP and Glick, B. 1987. Champaign, IL: Research Press.

The Prepare Curriculum. Goldstein, AP. 1988. Champaign, IL: Research Press.

LESSON

CORE CONTENT	NOTES

Activity 1: Homework Review

SAY Last time, we learned a little about social skills, and how skills are taught. We also introduced the first, of three skills, you will need to have in order to successfully get along with others, either individually, or in groups.

That first skill was *Listening*. Who remembers the five steps of that skill?

Solicit responses and show the overhead with the Listening Skill on it.

You also had some out of class practice to do using the listening skill. Would you take out your homework reports and let us quickly review those.

Choose a volunteer participant and take but 1-2 minutes to review the homework. Do this with each participant in the class, insuring they answer questions 3-6 on the Homework Report (i.e. describe the what happened when they did the homework assignment; the steps they actually followed; a self rating; and what the next homework assignment should be.....

Activity 2: Overview of Social Skill: Asking Questions

Today, we will learn another important basic skill you will use when getting along with others, either individually, or in a group.

Solicit some responses to the group that reflect asking questions as a way for individuals to seek and gain information that is important for them to have.

This week's skill is: *Asking Questions*.

Who can define what asking questions means to you?

We will have an opportunity to talk about what *Asking Questions* means to you in a little bit, but right now Mr/Ms_____ and I would like to show you some examples of the skill and the specific steps of the skill, *Asking Questions*. After you have had a chance to watch us model this for you, we will talk about times when you may have to or want to use the skill in the near future.

Activity 3: Modeling the Skill: *Asking Questions*

Would _____ (choose a participant) read the first step of the skill? Would _____ read the second step?

Hand out the skill cards with the skill, *Asking Questions*, on it and show it on an overhead. Ask a different participant to read one of the steps of the skill in order. Be sure to thank each individual and provide positive feedback for reading.

Does everyone understand the steps of the skill, *Asking Questions*? Are there any questions you have? Good! Now Mr./Ms._____ will model the skill for you. Here is the situation. I am about to be released from doing 12 years for drug possession and need to find out about an NA group in my neighborhood and need to ask the counselor where I can get the information.

Asking Questions
1. Decide what you would like to know more about.
2. Decide whom to ask.
3. Think about different ways to ask your question and pick one way.
4. Pick the right time and place to ask your question.
5. Ask your question.

Lesson 3   OH#1
                            Asking Questions

Universal Bad Timbed

The two trainers act out the vignette, following the steps of the skill exactly. Be sure to point to your head and talk aloud when performing a "thinking" step (e.g. steps #'s 1,2,3, & 4).

As you enact this vignette, be sure to also be clear about identifying the different ways to ask your question and clearly pick the best alternative. Identify 2 or three choices such as: *I can raise my hand in the group and ask; I could stop the counselor in the hallway when I see her; I can make an appointment with the counselor.*

ASK TEACHER for Help in School Work

Activity 4: Discuss the Modeling Display

Now that you have seen a model of the skill, what situations can you think of where you could use this skill?

Have you ever had difficulty in situations where you had to ask questions to better understand something?

Solicit responses and have each participant describe a *real, current* situation where the skill must be used.

Then once everyone has had the opportunity to describe the situation where they would use the skill, have one participant volunteer to do a role play.

Remind the group that **everyone in the group** will have an opportunity to practice the skill.

Activity 5: Participants Role Play the Skill *Asking Questions*

Where would you be asking questions? OK, how is the room furnished, where are you, are you standing or sitting?

Designate the volunteer trainee as the *main actor*, and ask the trainee to choose a co-actor (someone who reminds the main actor of the person with whom the skill will be used in the real life situation) or just another member of the group willing to help them.

To the main actor: Try to follow the steps of the skill as best you can.

To the co-actor: Try to play the part of _____ as best you can. Say and do what you think _____ would do when _____ follows the steps of the skill.

Set the stage for the role playing, including props, arrangements, and set description. Then rehearse the main actor what he will say and do during the role play, finally provide final instructions to the group.

To the other group participants: Watch carefully how well _____ performs the skill, because afterwards, we will discuss it. In fact, _____, you watch step #1 and see how well _____ looks at the person who is talking. _____, you watch for step 2 and see if _____ thinks about what is being said. Be sure to note if he points to his head since this is a "thinking" step. _____ you look for step 3, and _____, you look to see if _____ does step 4, and _____, see if _____ does step 5.

Assign each of five group participants a step in the skill to observe.

Activity 6: Feedback (discussion) of the Role Play

Begin the role play, insuring that the main actor follow the steps of the skill exactly. If he/she doesn't

To the co-actor: How did you feel about playing the role saying some things for _____ to ask questions?

Who was looking for step 1? How well did _____ do that?

Who had step 2? Can you tell us how well _____ did that? Did he/she point to their head as they were deciding whom they would ask the question?

Who had step 3? Did _____ think about different ways to ask a question and pick one way to do it?

And step 4, did _____ pick the right time and place to ask the question?

And step 5?

Activity 7: Plan and assign Homework (practice) of the skill

Well, now that you have had an opportunity to try the skill, when, during the next week do you think you can practice it? Here is a homework sheet. All of us will complete the first part of it, here in class, and you will individually complete the second part after you practice your skill, given the situation you have described.

stop the role play, reinstruct, and begin again.

After the role play is completed (no more than three to five minutes), invite feedback from the group.

Be sure you solicit positive comments as appropriate. The purpose here is to state, objectively, whether the role player followed the steps of the skill, and not how well he/she acted.

Trainer helps role player plan homework.

Activity 8: Repeat activities 5, 6, and 7 with each participant

Distribute the homework reports, and have everyone complete the first part as they complete their role play.

Now, who would like to go next. OK, _____ as I recall, your situation was....

Activity 9: Wrap Up

Next time we meet, we will have an opportunity to review your homework and see how well you did practicing this week's skill, *Asking Questions*.

Next time we will learn a new skill. See you then, and be well.

Continue with role playing, using the same procedures as outlined in the above sections, until everyone has had an opportunity to complete the skill.

As a trainer, you should become familiar and comfortable with the steps and sequence of the skill lesson, since the format is the same throughout the curriculum. Only the content changes.